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ABSTRACT

Spring 1998 surveys of faculty and students at University of Akron, Community and Technical (C&T) College (Ohio) queried respondents regarding their first-year experience with a faculty academic advising project. Forty of the 72 (55%) full-time C&T faculty responded, and 279 of 400 (70%) student surveys were returned. Faculty findings included: (1) Public Service faculty had the highest response rate (64%) of any division; (2) 45% of surveyed faculty felt neutral or felt they did not have sufficient skills to effectively advise students; (3) 75% of faculty members responding felt they needed more knowledge training; and (4) while the vast majority of faculty believed that students felt positively about having a faculty advisor, 53% were neutral or felt that faculty advising did not have a positive effect on retention. Student findings included: (1) the largest percentage of respondents (28%) were from Public Service, followed by Allied Health (23%); (2) 49% indicated they did not meet with their new faculty advisor, while 45% of respondents said they did; (3) 60% of respondents were positive or neutral when asked whether the faculty advising experience had a positive effect on them. Survey instrument, tabulations of results by question, and 22 figures are included. (PGS)

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Faculty Academic Advising: An Examination of Students' and Faculty Members' Perception of a First-Year Experience.

Results of a study conducted by Dr. Gwendolyn Jones, Associate Professor, Business Management Technology
Spring 1998

Paper presented at the National Conference on Student Retention
July 8-11, 1998
Hyatt Regency, New Orleans
USA Group Noel-Levitz

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OUTLINE

i. PART 1: RESULTS OF FACULTY SURVEY

ii. PART 2: RESULTS OF STUDENT SURVEY

iii. RECOMMENDATIONS

iv. COPY OF SURVEY DISTRIBUTED TO FACULTY

v. COPY OF SURVEY DISTRIBUTED TO STUDENTS

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Faculty Academic Advising: An Examination of Students' and Faculty Members' Perception of a First-Year Experience

REPORT: FIRST YEAR'S EXPERIENCE OF FACULTY MEMBERS AS ACADEMIC ADVISORS

FROM: **Dr. Gwendolyn Jones**

Two different surveys were developed to determine how C&T faculty and students felt about their first year's experience for Academic Advising. The surveys were distributed in spring, 1998. For the faculty survey distribution, the researcher provided each division chair with surveys to distribute to each faculty in their unit. For the student survey distribution, a total of 400 copies were distributed to the various chairs. The chairs selected, in no particular pattern, individual faculty members to distribute surveys to students. Faculty members had students respond to surveys during a class session, and collected within the same class period.

During spring, 1998 there were a total of 72 full-time faculty members in the Community and Technical College. A total of 40, which represents 55% of the total faculty group, responded to the survey on their first-year's experience as an academic advisor. For the student surveys, of the 400 copies distributed, a total of 279 responses were collected.

The purpose of the study was as follows:

(1) to determine if C&T faculty members felt that their role as faculty advisors had a positive impact on student retention,
(2) to determine if students had a positive experience from working directly with faculty as academic advisors, and
(3) to provide valuable feedback on benefits and problems associated with the first year's experience for faculty advising.

Part 1: Results of Faculty Survey on Their First Year's Experience as Academic Advisors

COLLEGE DIVISION:

Engineering and Science		3 (3 of 16= 19%)
Business Technology		7 (7 of 25 = 28%)
Public Service		7 (7 of 11 = 64%)
Allied Health		0 (none listed)
Associate Studies		3 (3 of 14 = 21%)
No College Division Specified	Total	20 (20 of 72 = 28%) 40

Conclusion:

The most represented division appears to be Public Service. Public Service had 64% of their faculty members who indicated their participation in the survey.

Question #1: ***Total number of students assigned as advisee for the 1997-98 Academic Year.***

120	40	0	40	42	?	100	48	30	25	16	25
30	40	46	62	40	49	44	40	40	45	56	45
30	22	110	44	16	65	0	35	45	50	43	22

Guessing "25" and no response "3"

Conclusion:

Data seem to show an uneven distribution of students assigned to each Faculty member. It is not known why such distribution exists.

Question #2: ***Did you attend the pre-advising workshop for Faculty Advising?***

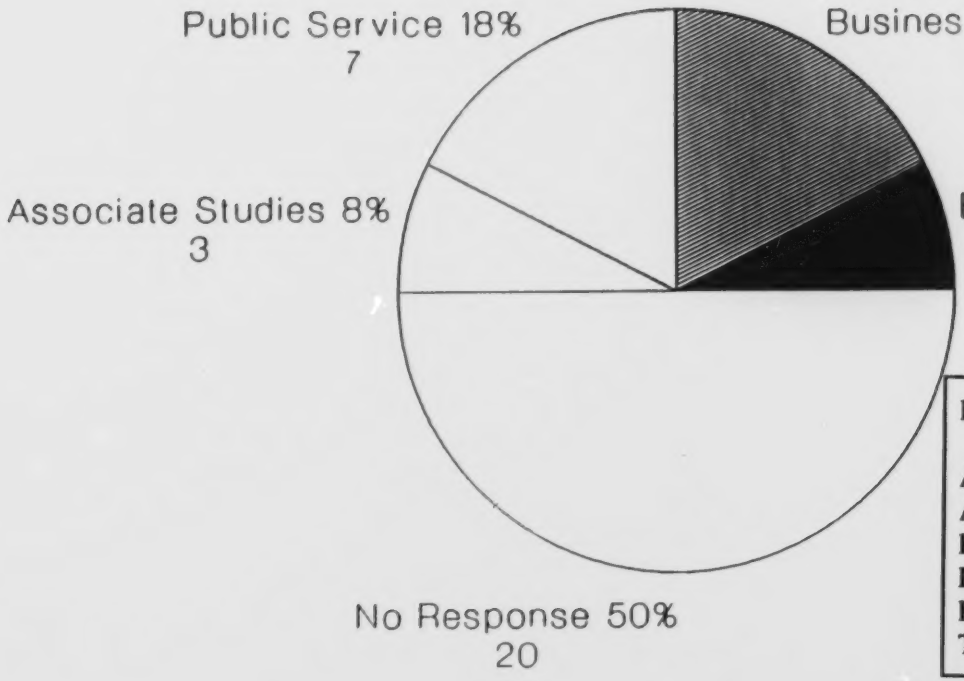
Yes	29
No	11

Conclusion:

The majority of the Faculty members who responded indicated that they attended the Faculty Advising training workshop. But more than one fourth of those responding did not attend.

C&T College Faculty Survey

C&T Faculty by Division



Full-Time Faculty in the C&T College

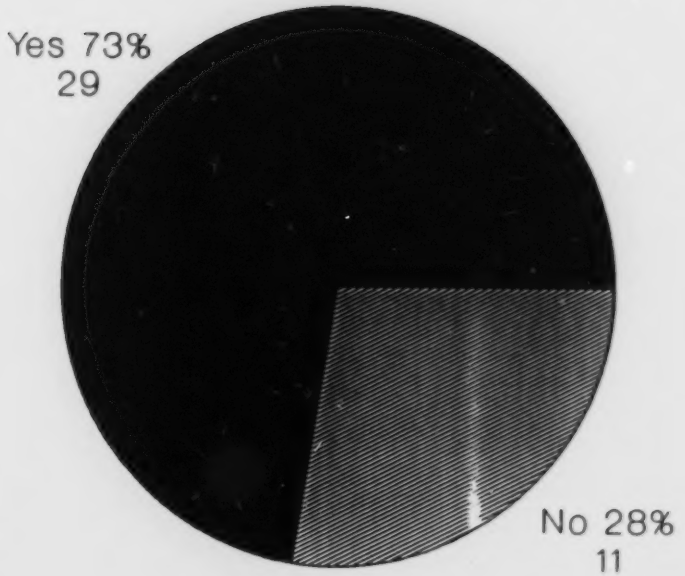
Allied Health	-	6
Associate Studies	-	14
Business Technology	-	25
Engineering & Science	-	16
Public Service	-	11
Total C&T Faculty	-	72

N=40

A total of forty (40) which represents fifty-five (55%) of the C&T Faculty members responded to the survey. One half did not indicated their division

C&T College Faculty Survey

Did you attend Pre-Adv.Workshop?



N=40

Seventy-three percent (73%) of the respondents indicated that they attended the pre-advising workshop.

Question # 3: Did you mail an introductory letter to students informing them that had been assigned as their Faculty Advisor at the beginning of the 1997-98 Academic Year?

Yes 34
No 6

Conclusion:
The vast majority of the Faculty members who responded indicated they mailed an introductory letter to the students. All Faculty members were required to mail such a letter.

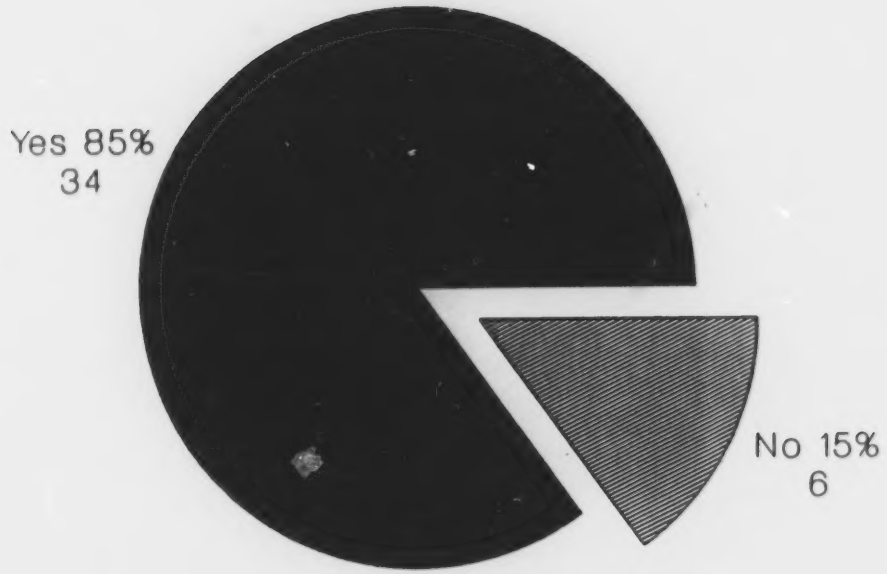
Question # 4 What is the approximate number of students you advised?

WEEKLY											
0	0	0	3	0	4	0	0	0	1	1	5-8
3	0	0	0	8-10	2-12	0	0	0	0	5	0
0	0	0	0	2	2	1	0	0	3	0	0
0	0	0	0								
MONTHLY											
0	0	0	0	0	0	2	0	3	0	0	0
0	0	8	0	0	0	0	0	0	0	0	10
0	0	0	0	10	0	8	0	3	0	0	0
4-5	0	0	0								
SEMESTER											
8	0	0	0	15	0	0	0	0	0	0	0
12	0	5	0	30	0	0	3	0	0	40	0
15	2	0	0	12	0	12	0	12	6	0	50
12-15		0	0	0							
YEARLY											
0	5	0	0	0	0	0	20	0	0	0	0
40	0	0	0	0	30	12	0	0	0	25	80
4	0	0	0	15	20	0	140	15	0	20	0
0	0	0	10								

Conclusion:
The majority of the Faculty who responded reported that they had no pattern to the frequency of visits from students on a weekly, monthly, semester or yearly advising. Perhaps the question should have been asked a different way because of the irregular nature of the advising process. It is also not known whether or not students visited the C&T Main Advising office on a regular basis.

C&T College Faculty Survey

Did you write let of intro to stud?



Q3: #40

The majority of the C&T faculty members who responded indicated that they had mailed an introductory letter to students. Eighty-five percent (85%) said they mailed a letter while only 15% said they did not.

Question # 5: ***Do you feel that you have adequate skills in the area of student advising to advise students effectively?***

Strongly Agree	7
Agree	15
Neutral	5
Disagree	9
Strongly Disagree	4

Conclusion:
The majority of the faculty who responded felt neutral or agreed that they had sufficient skills to effectively advise students. More critically, of all respondents, eighteen felt neutral or negatively, while twenty-two or 55% felt positively or slightly more than one half.

Question #6: ***Do you feel you need more training on knowledge?***

Yes	30
No	10

Conclusion:
The overwhelming majority of faculty members who responded felt they needed more **knowledge.**

Question #7: ***Do you feel you need more training on skills?***

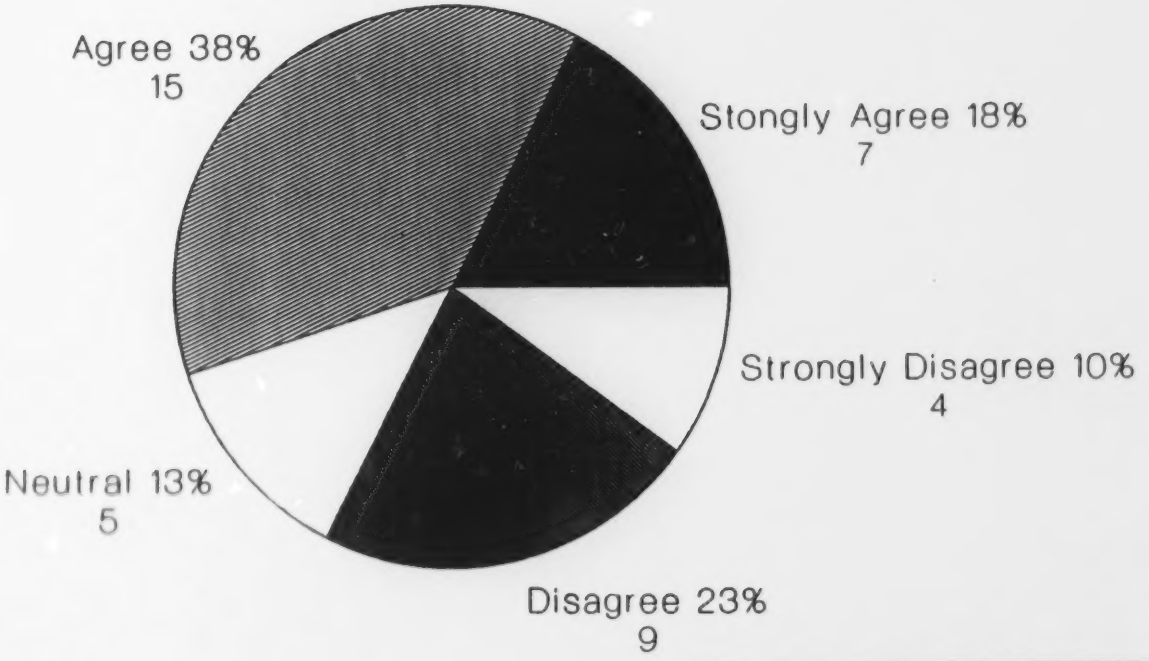
Yes	14
No	25
No Response	1

Conclusion:

Twenty-five out of the forty respondents saw no need for additional skill training.

C&T College Student Survey

You feel you had adqu.skills?

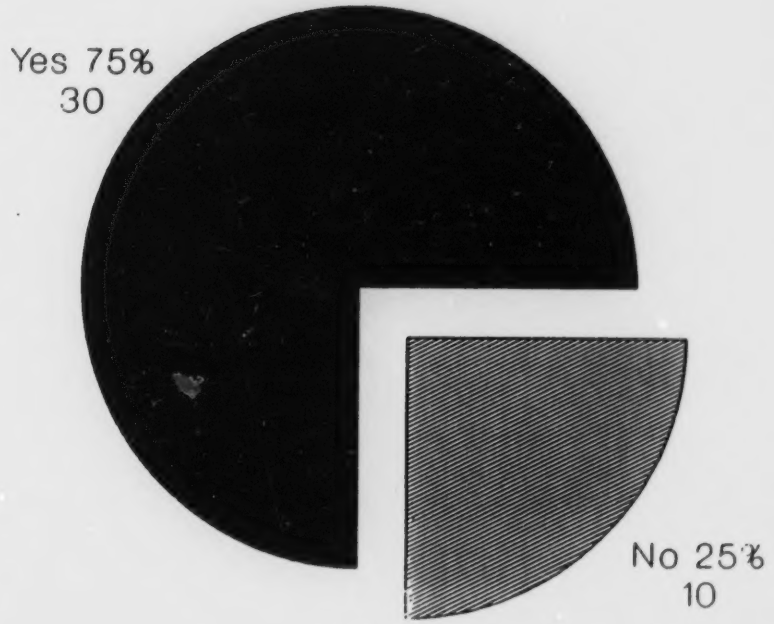


Q5, N=40

Most of the respondents felt that they had adequate skills needed to advise C&T students. On the other hand, thirty-three percent (33%) either disagreed or strongly disagreed that they had adequate skills needed to advise students.

C&T College Faculty Survey

Do you need more train. on know.?



The majority of the respondents (75%) felt that they needed more **knowledge** to advise students.

Q6, N=40

Question #8: ***Were you able to answer questions for students in timely manner?***

Strongly Agree	9
Agree	23
Neutral	4
Disagree	4
Strongly Disagree	0

Conclusion:
The overwhelming majority (32 of 40 or 80%) of the Faculty felt they answered questions for the students on a timely basis.

(9) Do you feel you effectively meet the needs of evening and weekend students?

Strongly Agree	6
Agree	16
Neutral	9
Disagree	6
Strongly Disagree	2
No Response	1

Conclusion:
A slight majority (22 of 40 or 55%) of the Faculty felt they met the needs of evening and weekend students.

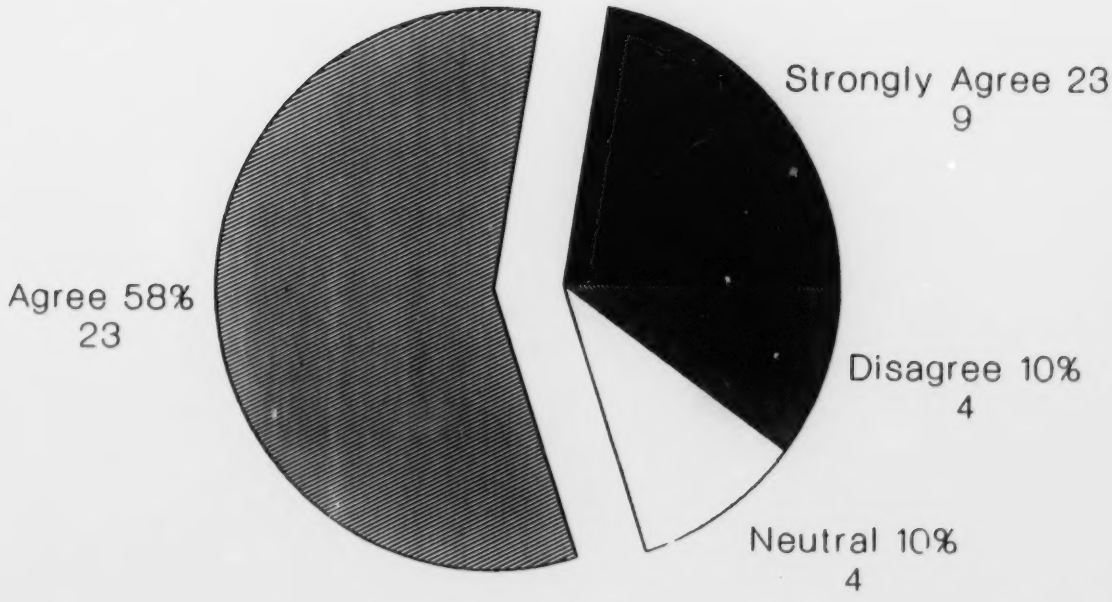
(10) Do you feel that faculty advising had a positive effect on C&T student retention?

Strongly agree	5
Agree	12
Neutral	15
Disagree	4
Strongly Disagree	2
No Response	2

Conclusion:

C&T College Faculty Survey

Able to ans.ques.in a timely manner?

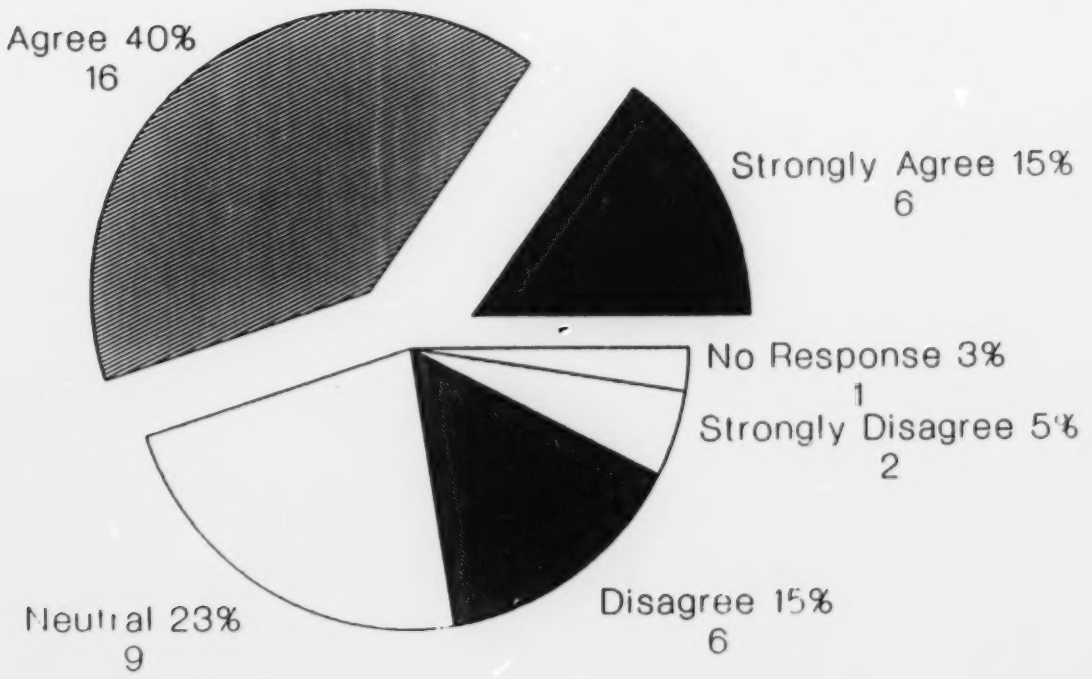


Q8, N=40

The vast majority of the respondents felt that they answered C&T student questions on a timely basis. Eighty-one percent (81%) either agreed or strongly agreed while only ten percent (10%) disagreed.

C&T College Faculty Survey

Met the needs of even/wkd. students?

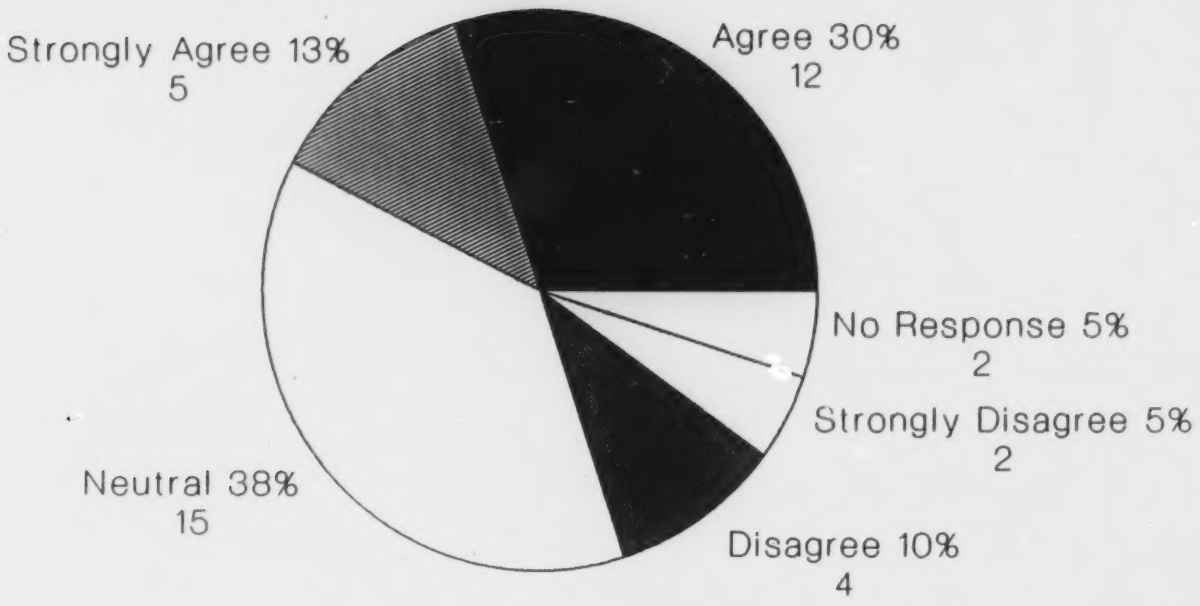


Q9 ,N=40

Most of the respondents felt that they meet the needs of evening and week-end students. Twenty-three (23%) percent had no opinion, and 20% disagreed or strongly disagreed.

C&T College Faculty Survey

FA had a positive Effect on Std. Reten?



N=40, Spring, 1998

While 43% agreed or strongly agreed that faculty advising had a positive effect on student retention, thirty-eight percent (38%) had no opinion and, 15% disagreed or strongly disagreed..

A slight majority of the Faculty who responded was negative or neutral (21 of 40 or 53%) about the positive effect on student retention. Seventeen or forty-three percent of the Faculty either agreed or strongly agreed positive effect on retention.

(11) Do you feel that you had adequate administrative support to advise students (secretarial support, full-time advising staff support), effectively?

Strongly Agree	5
Agree	9
Neutral	10
Disagree	8
Strongly Agree	8

Conclusion:
There was no consensus on the amount of administrative support received. There was an almost even distribution in responses for positive and negative.

(12) Do you feel that C&T students felt positive toward you (Faculty) as an advisor?

Strongly Agree	19
Agree	14
Neutral	6
Disagree	1
Strongly Agree	0

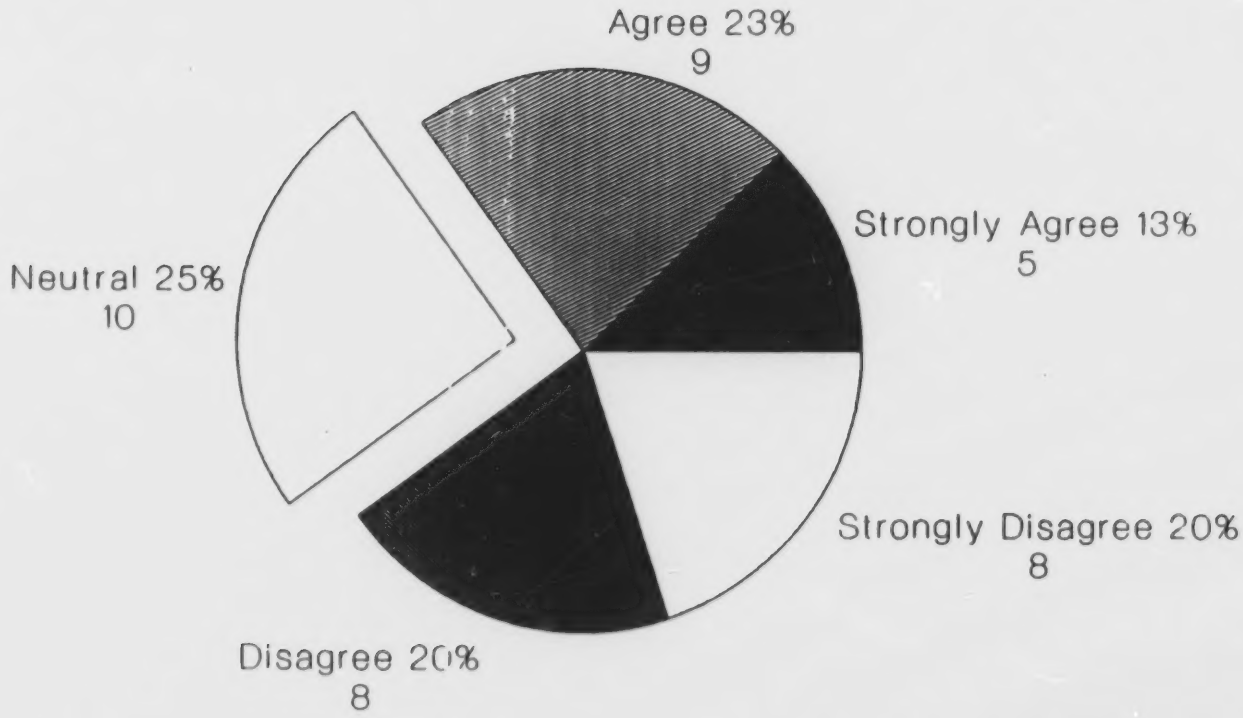
Conclusion:
The vast majority of the Faculty agreed students felt positive about having a Faculty advisor.

13) If you found out that students felt good and had had a positive experience from having you as an advisor, would you feel strongly that faculty advising should continue in the C&T College?

Strongly Agree	19
Agree	10
Neutral	5
Disagree	3
Strongly Agree	1
No Response	1

C&T College Faculty Survey

Adeq. Adm. support to advise studs?

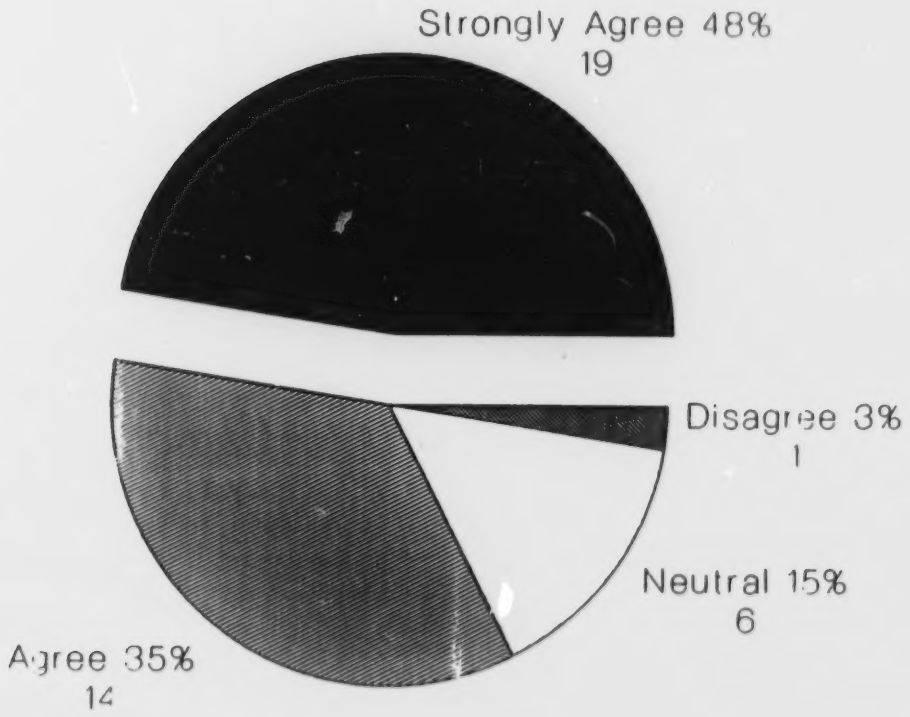


Respondents had no agreement on administrative support for faculty advising.

Q11 N=40

C&T College Faculty Survey

C&T students felt positive about you?



The majority of the respondents agreed or strongly agreed that students felt positive toward having a faculty as an advisor.

Q12, N=40

Conclusion:
The overwhelming majority (29 of 40 or 73%) of the Faculty felt that if students benefited from Faculty advising and that it should be continued.

(14) Do you believe faculty advising was not a positive student retention effort and should be discontinued?

Strongly Agree	4
Agree	2
Neutral	11
Disagree	11
Strongly Disagree	7
No Response	5

Conclusion:
The majority of the Faculty either had no opinion, or disagreed that Faculty advising should be discontinued. In other words that majority seems to agree that Faculty Advising should be continued.

(15) You would strongly support faculty advising, if what (3 most important) issues/problems could be resolved?

Individual Responses are as follows:

Response #1:
- Would not strongly support it.
- Just support it.
- Adequate training.
- Easier access to students files for those in Shrank Hall.
- Access to timely answers of questions.

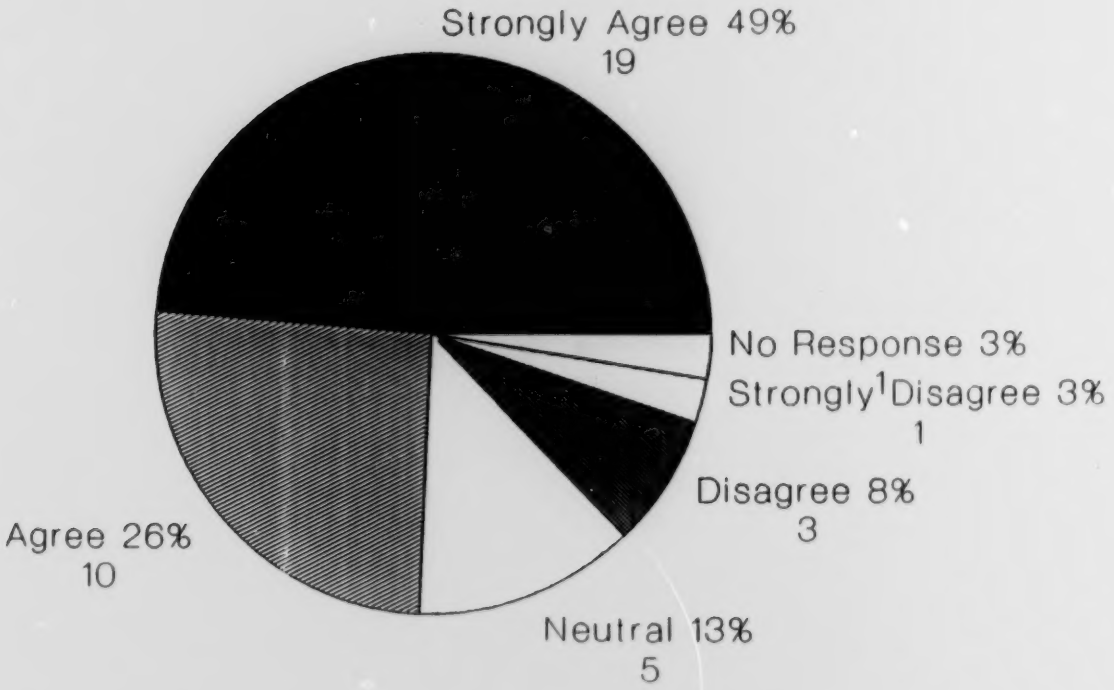
Response #2:
- Effective Training.
- Someone in charge who knows what's going on.
- Hire a new staff in C&T advising.

Response #3:
- None

Response #4:
- Knowledge of assigned major.
- Who to contact for answers.

C&T College Faculty Survey

If stud.felt good,should FA cont?

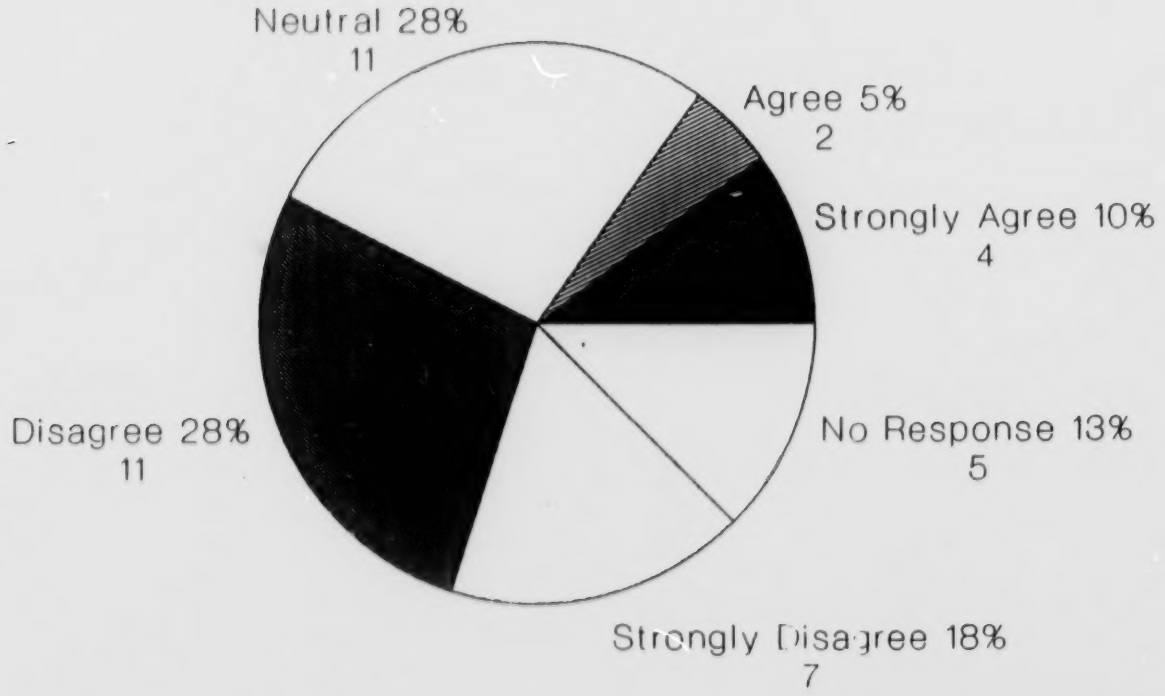


Q13, N=40

The vast majority (75%) of the respondents either agreed or strongly agreed that if students benefitted from faculty advising it should be continued, 11% disagreed or strongly disagreed, and 13% had no opinion.

C&T College Faculty Survey

Not a post.exp., should disc?



Q14 N=40

Forty-six percent (46%) of the respondents either disagreed or strongly disagreed that faculty advising should be discontinued while 28% had no opinion, and 15% agreed or strongly agreed.

- Overall view of students needs.

Response #5:
There have been problems with getting access to students' files.

Response #6:
- Training
- Equal workload.

Response #7:
- Effective training, including release time to participate.
- Clerical support.
- Computer records access. I believe unbridled access to students' records could be a real problem.
-

Response #8:
- Better preparation; if my area of expertise was advising; then this process would run smoothly.
- More procedural knowledge.
- Less time between presentation of training and actual advising.

Response #9:
- Getting information(ex. Course substitution) to answer advisee questions right when student is in your office.
- Have advising office send out letters
- Have one to two Faculty from one area do advising. Perhaps two so there is a back up.

Response #10:
- No response

Response #11:
- No response

Response #12:
- Continuity between C&T advising, UA advising and department.

Response #13:
- No response

Response #14:
- No response

Response #15:

- Some time and training devoted to it: at the division level --such as part of the division meeting.
- More adequate training
- The issue of how to meet night and weekend students.

Response #16:

- No response.

Response #17:

- I like advising so don't have any problems.

Response #18:

- Equal load.
- More information.

Response #19:

- Getting the files to me (in another building)

Response #20:

- Logistics RE: files; If I don't have immediate access to files, I can't be as responsive as I would like to.
- The "Drop-in" Student.

Response #21:

- N/A

Response #22:

- More training of Faculty
- Contracts should be done by C&T Main Advising Office. To time consuming for Faculty.

Response #23:

- File access.
- Some kind of question and answer sheet covering common problems that arise.

Response #24:

- Students were not sufficiency oriented to new procedures. One letter to them isn't enough.
- More communication between advising (POL 192) and Faculty. How are we doing? What's happening in Faculty?

Response #25:

- More time and less outside requirements.
- Advisees must be from my area.

Response #26:

- No response

Response #27:

- Adequate training (paperwork)
- Administrative support (processing the paperwork, secretarial support/staff)

Response #28:

- Remove ########## from any interaction. (Staff person at Main C&T advising)(Researcher omitted name)
- See number one
- See number one

Response #29:

- Assign night student's night advisors.
- Train for specific program (Faculty training).
- Division's take responsibility to disseminate updates on a quarterly basis.

Response #30:

- I don't feel that there are sufficient safeguards to prevent misuse of the tremendous amount of sensitive material available through our computers.

Response #31:

- Improved file transfer.
- Better communication and agreement within Faculty advising-same program.
- Reorganization of time required to do a good job.

Response #32:

- Better support from the Main Advising Office.
- Better system to obtain students records from Main Advising Office.

Response #33:

- We could get files from advising when requested.
- We could get timely answers to questions from full time ADVISING STAFF.
- We had better training.

Response #34:

- No response

Response #35:

- More sessions devoted to orientation on advising.
- Access to Full time advising support.
- Uniform decision as to what can be substituted in general studies area.
- Agenda as to how to do it and what can we do to help retained advisee as students in the following semester.
- Advise only those majors we teach.

Response #36:

- No response.

Response #37:

- Need more training on knowledge.

Response #38:

- No response

Response #39:

- Advising on top of a regularly class load is asking too much of Faculty.
- I think it's advisable to have one Faculty in each program area trained to do advising for all students in that area.

Response #40:

- Secretarial Support.

CONCLUSION:

1. Training was the most responded to area.
2. Access to files-especial in another building (Shrank Hall North).
3. More secretarial and administration support from a particular area.
4. Assigning key Faculty and train as advisors.
5. A more timely response to files retrieval
6. Merit and Faculty reward system.
7. Hiring more C&T advising staff.
8. Night and evening advisors needed.
9. Better communication with advising office and Main Advising
10. A method to provide uniform decision on course substitutions.
11. Students not properly oriented on procedures.
12. More emphasis placed on advising at the division level.

13. Too much to request of Faculty.
14. Student contracts should be handled exclusively from Main Advising Office.
15. More contact and communication to students regarding the advising process

(16) You believe that Faculty Advising in the C&T College was a benefit to C&T students. What are the three-(3) top benefits you feel were achieved

1.

- No response.

2.

- Students could be knowledgeable.
- Advised by someone who knows his or her program.

3.

- No response.

4.

- Closer to students' problems.
- It is an integral part of what Faculty should be doing.

5.

- Closer contact with students.

6.

- Closer contact with students outside of the classroom.
- I learned more about the administration of the career offerings, programs, etc.

7.

- No response

8.

- Cannot answer number fifteen and sixteen as I had only four(4) students see me all year.

9.

- Keep students on tract
- Build relationships
- Student and Faculty rapport established.

10.

- Personal contract with Faculty member in their program.

11.

- Personal.

?

12.

- They see the same person every time.

13.

- Individual attention to the student with someone that they are comfortable with.

14.

- Some students like it.
- Get to know.

15.

- N/A

16.

- Once the student knows who the advisor is and they establish a working relationship, the student should be in good shape.
- Retention involves much more than the student and advisor relationship. Students drop out due to personal issues or failure to achieve academically. Advisors have little impact on these issues
- The remedial programs are somewhat helpful, but many students are beyond remediation. The University has an aggressive Open Admission Program and we end up with some students who are not capable of making it and who are problematic in the classroom environment. Advising won't change this.

17.

- Student know me
- Accurate information
- Support from Main Advising helped me to do a good job.

18.

- I found out what students' problems were and how poorly advised they're been lack, of adequate placement of students- it has been "instructive" not burdensome, but I doubt it has been more or less effective with retention.
- I think every advisee should be required to meet with an advisor perhaps each Faculty should schedule three times each semester that ALL STUDENTS MUST ATTENED ONE to encourage students.

19.

- Knowledge of curriculum.
- Availability to students before and after class.

- Continuity of advice to all students.

20.

- No response.

21.

- Positive influence on students.
- Linking of students with Faculty members.

22.

- Special attention to advisee.
- Increased program awareness of Faculty Advisors.

23.

- Students dealt less with staff in advising,
- See number one
- We know more about individual course content in our major.

24.

- Contact with a Faculty member who knows the program the students is in.

25.

- Met with person in their area.
- More readily available.

26.

- No Response

27.

- Can't answer yet.

28.

- Personal contact.
- Follow up.
- Personal touch.

29.

- Student satisfaction.
- Support communication.

30.

- No Response.

31.

- Students can discuss classes with someone who is familiar with the course and program.

32.

- Faculty in better communication with the students.
- Showing that Faculty cares.

33.

- Next term schedule.
- Tentative plan to graduate.
- Meeting with students.

34.

- Faculty-students work together as a team.
- Students are shuffled to a bureaucracy- much more personal.
- Faculty know their program much better than the advisors, as well as they are more able to assess the students' abilities and goals.

35.

- Communication
- Personal contact
- Instant feedback

36.

- Students had greater access to an advisor.
- Greater student and faculty interaction
- Students had a high level of dissatisfaction with the previous system.

37.

- No Response.

38.

- Personal contact with students
- Proper advising in technical areas
- Chance to discuss career options with students

39.

- Close contact with students.

40.

- Since I do not believe this I can't respond.

Conclusion:

1. There is closer contact with students.
2. It is what the Faculty should be doing.
3. Faculty are more knowledgeable in programs, curriculum.
4. The students see the same Advisor (familiarity).
5. Faculty Advising can't correct problematic students.
6. Discovered that students have been previously ill advised.
7. Faculty should be required to schedule more appointments.
8. Faculty are familiarly with programs.
9. Personal touch and showing that Faculty care.
10. Enhanced student and teacher interaction.

Part II. Results of C&T Student Survey

A total of 400 surveys were distributed to students in the C&T College. C&T Faculty from each of the divisions within the college distributed the surveys. A total of 279 (70%) surveys were returned.

(See appendix for a copy of actual survey)

Below is a breakdown of the number of respondents by division.

COLLEGE DIVSION

Engineering Technology	11
Associate Studies	50
Allied Health	64
Business Technology	45
Public Service Technology	78
Other	16
No Department	9
Undecided	6

Conclusion:

The majority of the respondents indicated that they were from Public Service followed by Allied Health. The "Other" Category included colleges within the University. The lowest number was from Engineering. Note: there is no degree in Associate Studies, but Associate Studies Faculty do advising anyway.

TYPE OF STUDENT

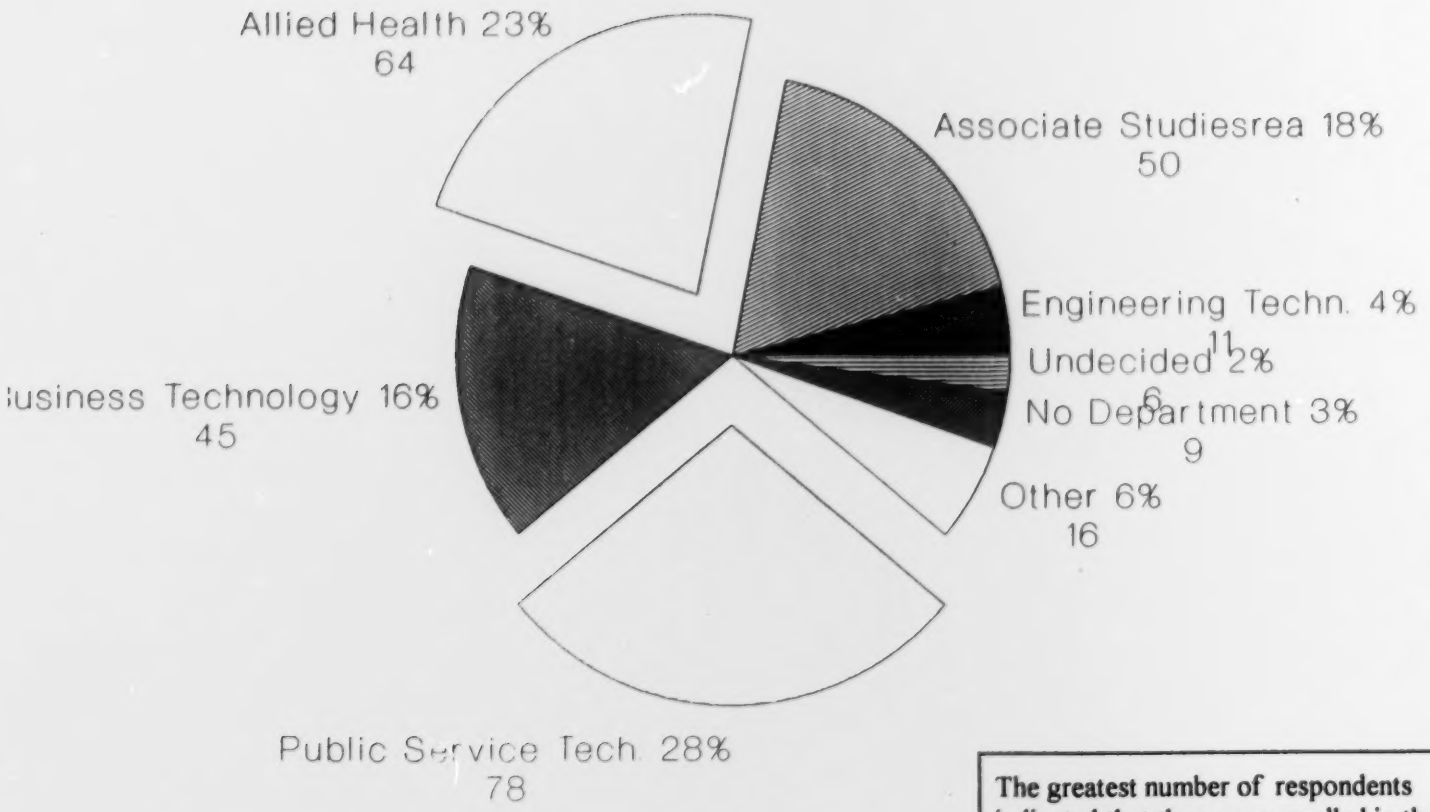
Day student	114
Evening student	39
Part-time student	35
Full-time student	171

Conclusion:

Most of the respondents indicated that they were day and full time students, rather than evening and part time. The total number will not equal 279 since some answered twice and some did not. Each should have answered twice and so responses should add up to 558 but do not. The best solution would have been to ask different questions; one for part-time or full-time status, another for day or evening student.

C&T College Student Survey

Student Survey Results by College

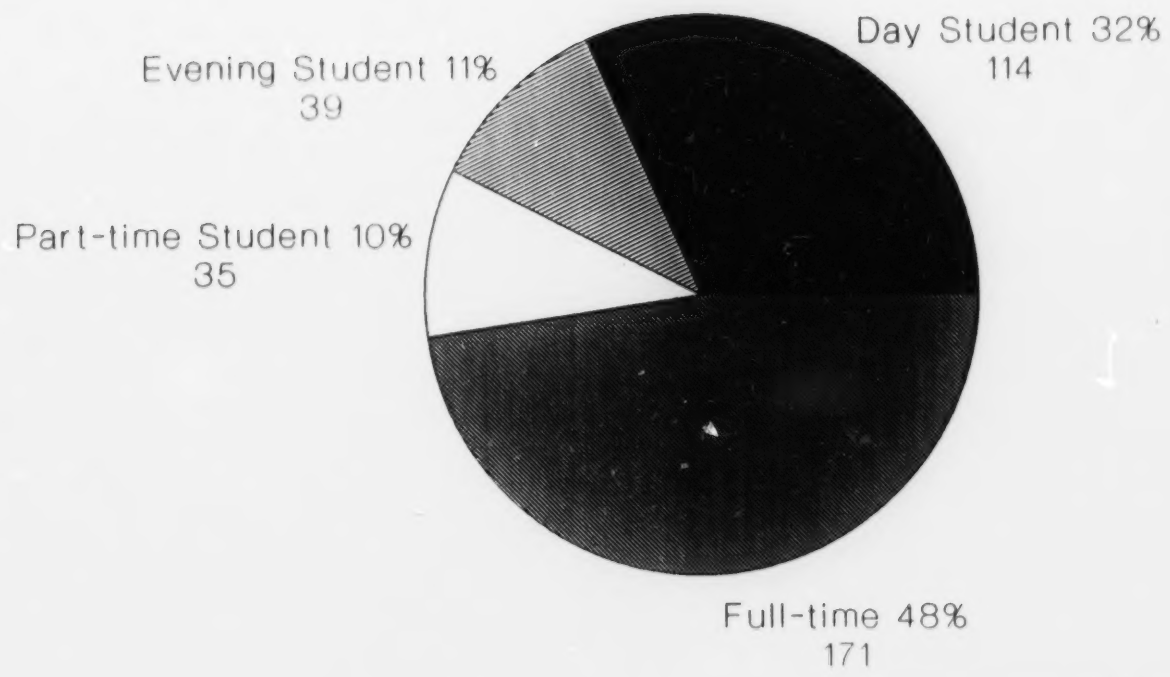


N=279

The greatest number of respondents indicated that they were enrolled in the Public Services Division (28%), followed by Allied Health (23%). The division of Engineering had the lowest number of respondents (4%).

C&T College Student Survey

Type of Student



N-size will not equal 279

Most of the respondents indicated that they were full-time day students, rather than part-time evening. Note: The "Type of student" question should have been asked using two separate questions.

Question One

(If you are a C&T College student, did you receive a letter of introduction from a C&T Faculty Member announcing that he/she was your new Faculty Academic Advisor for 1997-98)?

Yes	112
No	154
No Response	13

Conclusion:
The majority of the respondents indicated that they did not get a letter of introduction from the Faculty. Note: Some students who responded were not enrolled in the C&T College.

Question Two

(Did you schedule an appointment working with your new 1997-98 Faculty Advisor?)

Yes	121
No	145
No Response	13

Conclusion:
The majority of the respondents indicated they did not make an appointment with the Faculty Advisor.

Question Three

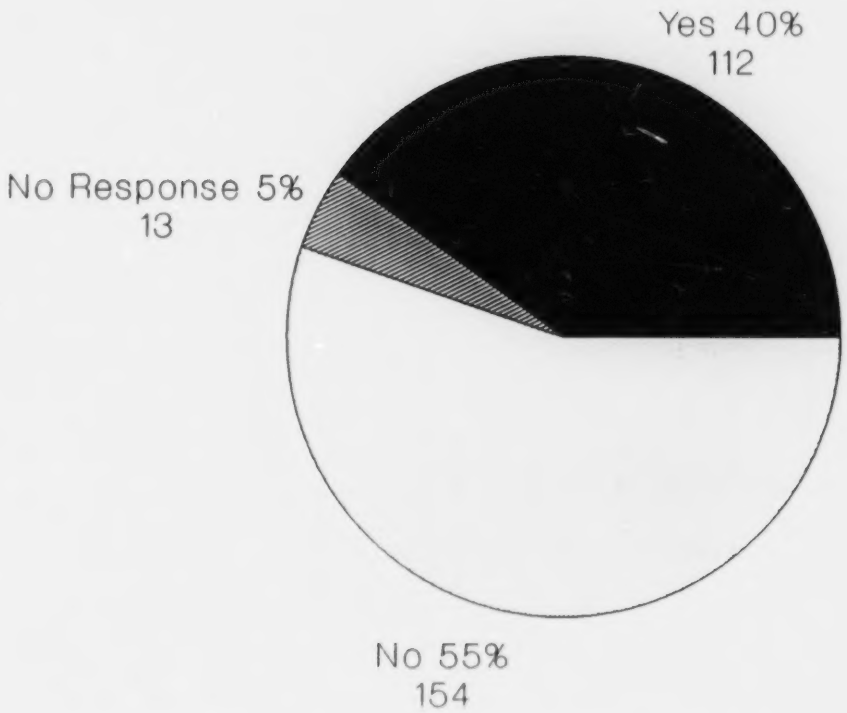
(Did you actually meet with your new Faculty Advisor?)

Yes	127
No	137
No Response	15

Conclusion:
Forty-nine percent of the respondents indicated that they did not meet with their advisor. Forty-five (45%) percent said they did. There was almost an equal distribution of students who indicated that they met with their advisor.

C&T College Student Survey

Students who rec'd. letter of intro

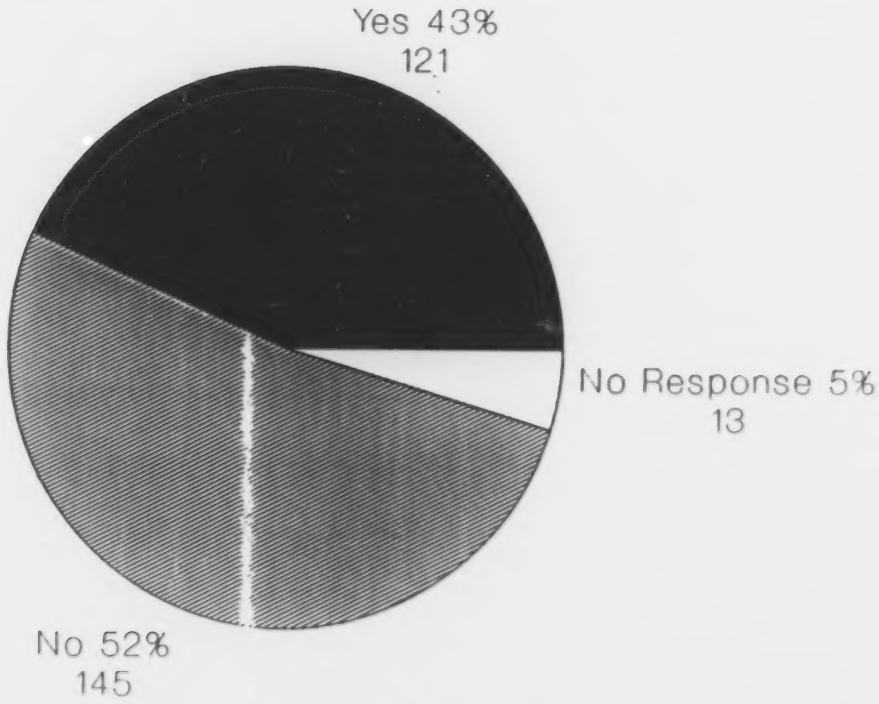


N=279, Question #1

Most of the respondents indicated that they did not receive a letter of introductory from C&T Faculty Members

C&T College Student Survey

Did you sched.apt. with FA?

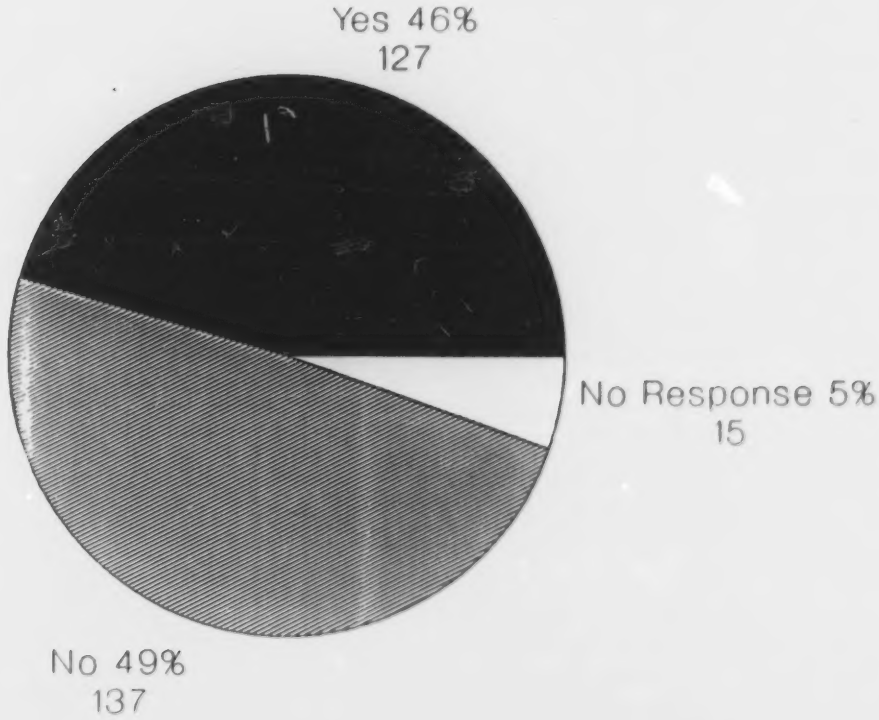


Q2: N=279

Most of the respondents (52%) said that they did not schedule an appointment with the C&T faculty advisor.

C&T College Student Survey

Did you actually meet with FA?



Q3: N=279

The greatest percentage of the respondents (49%) indicated that they did actually meet with a C&T faculty advisor, while 46% said they did, and five percent did not respond.

Question Four

(Did you have an overall positive experience working with your new 1997-98 Faculty Advisor?)

Strongly Agree	62
Agree	48
Neutral	62
Disagree	17
Strongly Disagree	27
No Response	63

Conclusion:

Most respondents felt they had either a positive experience or had no opinion. Many did not respond.

Question Five

(Did the Faculty Advisor answer your questions on a timely basis?)

Strongly Agree	63
Agree	59
Neutral	59
Disagree	9
Strongly Disagree	25
No Response	64

Conclusion:

Most respondents strongly agree (forty-four percent), agreed or had no opinion (twenty-one percent). Most respondents agreed that Faculty Advisors answered their questions in a timely manner.

Question Six

(Was the new faculty advisor able to answer your questions?)

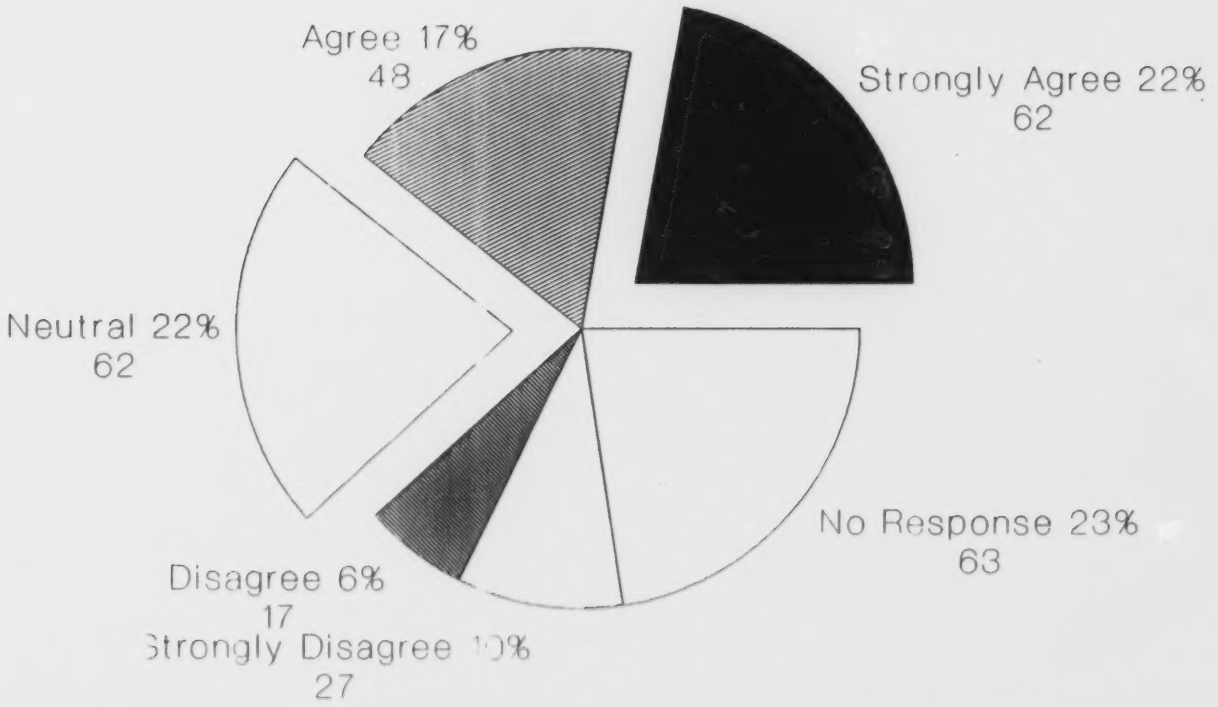
Yes	137
No	64
No Response	78

Conclusion:

The overwhelming majority forty-nine percent (49%) who responded felt their questions were answered by the Faculty.

C&T College Student Survey

Students had a positive overall exper.

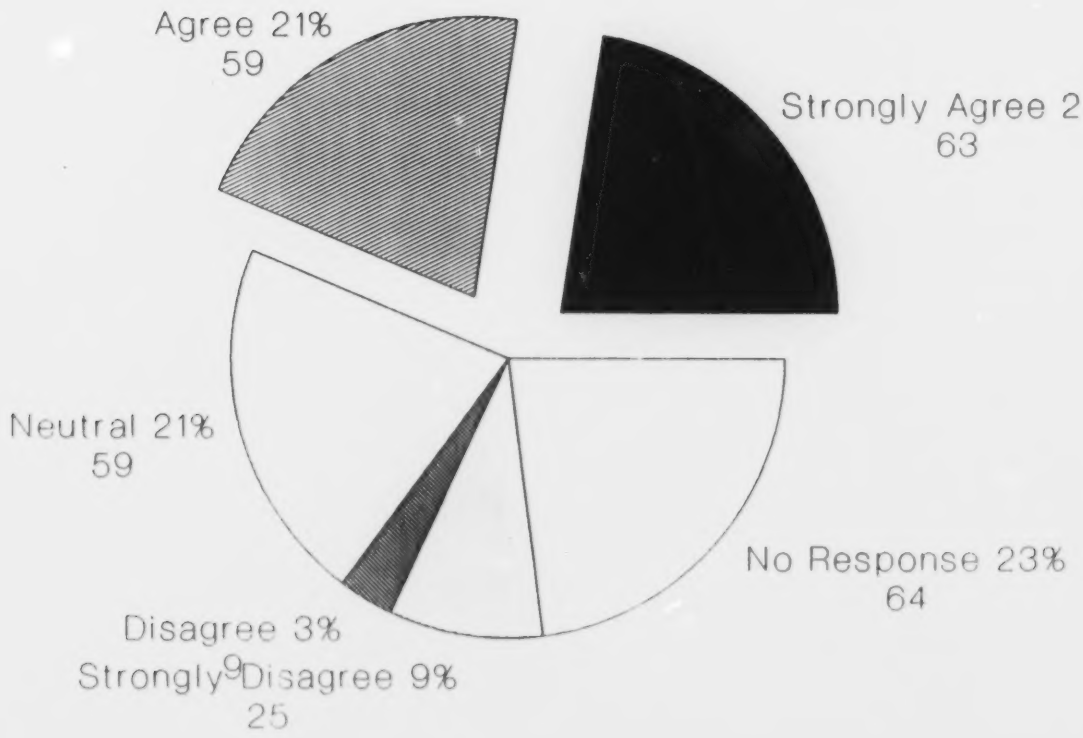


While 39% of the respondents reported that they had a positive experience with faculty advising, another 38% said that they had a negative or neutral experience, and 23% did not respond.

N=279, Question #4

C&T College Student Survey

Students who felt FA answ. quest.timely



N=279, Question #5

Most of the respondents felt that C&T faculty advisors answered their questions in a timely manner.

Question Seven

(If the Faculty Advisor did not know the answer to your question, did they (he/she) look for answers in other areas to solve your problems?)

Strongly Agree	54
Agree	51
Neutral	68
Disagree	8
Strongly Disagree	17
No Response	81

Conclusion:

There was no consensus on whether or not Faculty looked to other areas to solve their problems. Many of the respondents did not answer, or were neutral.

Question Eight

(Did the Faculty Advising experience have a positive effect on you as a student in the C&T College?)

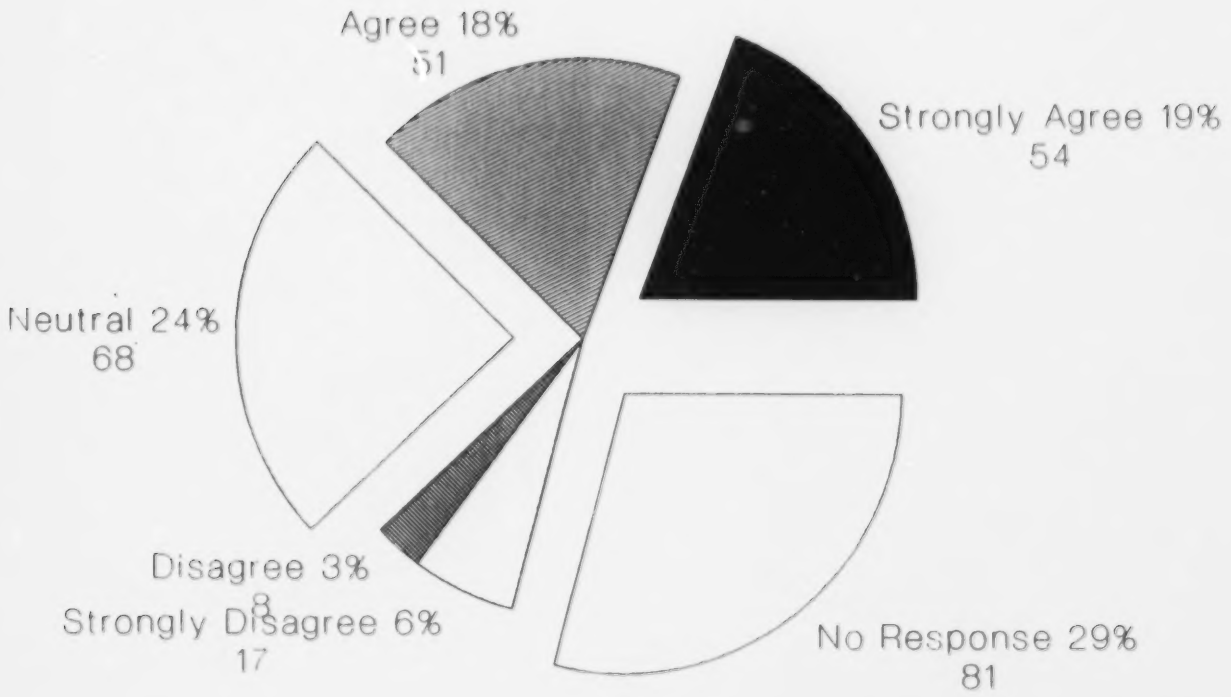
Strongly Agree	59
Agree	44
Neutral	67
Disagree	12
Strongly Disagree	22
No Response	75

Conclusion:

There was no pattern of the distribution on whether participant had a positive experience. The majority was neutral or did not respond. It is interesting to note, that many strongly agrees or, agreed.

C&T College Student Survey

Did F.A.look to otr.areas to solve prob?

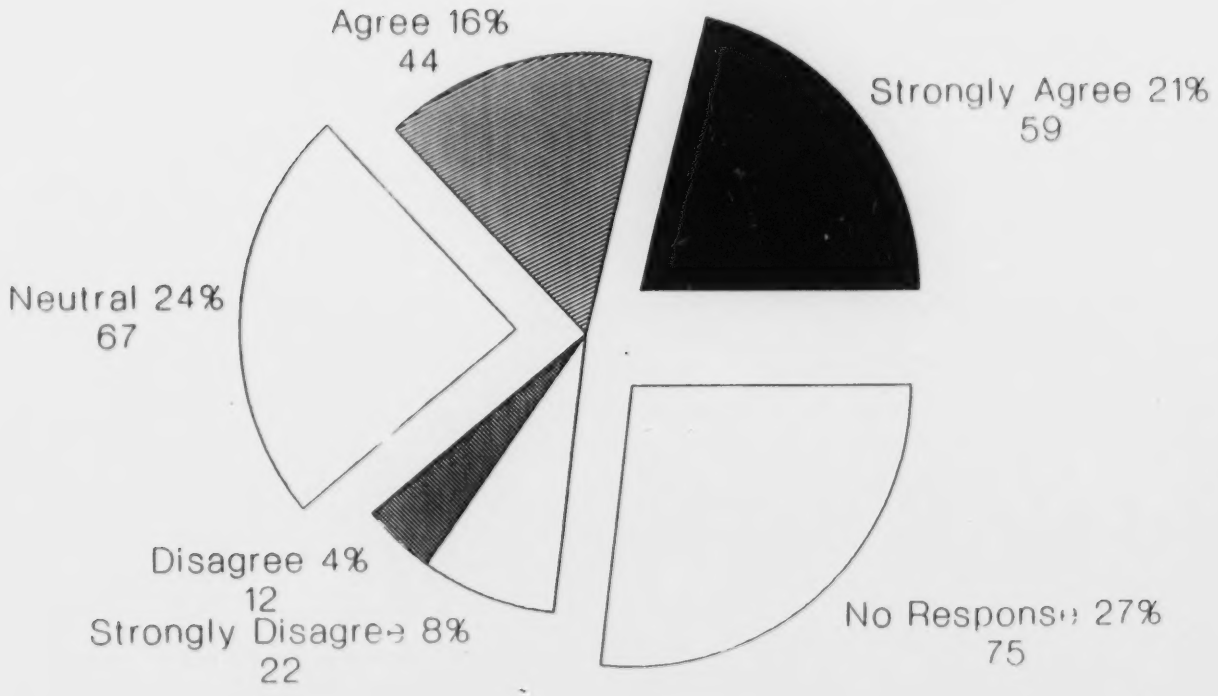


N=279, Question #7

The greatest percentage of respondents (29%) did not respond to whether faculty advisors looked for answers in other areas. Twenty-seven percent (27%) agreed or strongly agreed, 24% were neutral, and 9% disagreed or strongly disagreed.

C&T College Student Survey

Did FA have a positve effect on student?



N=279, Question #8

Thirty-seven percent (37%) of respondents felt that faculty advising had a positive effect on C&T college experience; 27% did not respond, 24% were neutral, and 12% either disagreed or strongly disagreed.

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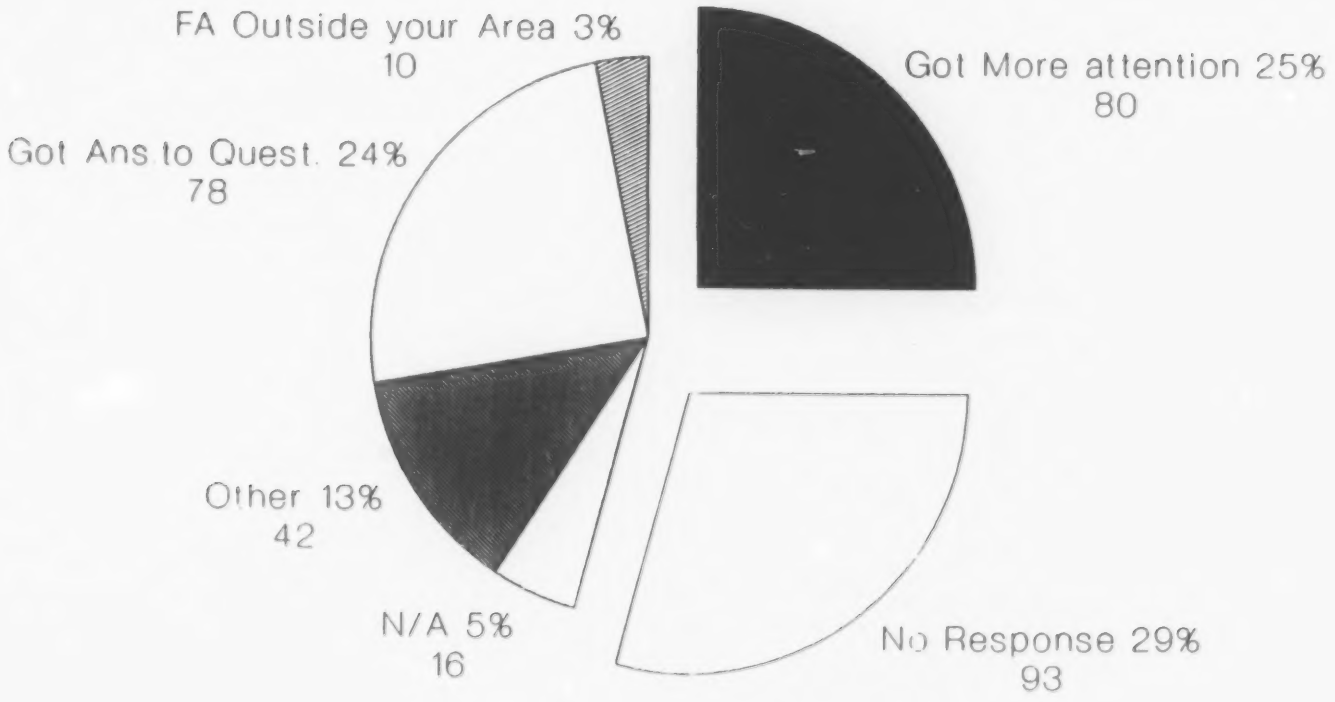
C&T College Student Survey

Positive Benefits you received with FA?



N=279, Question #9

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Question Nine

(Check off any of the following positive benefits you received by having a C&T Faculty Member as an Advisor?)
(Student Comments)

N-size will not = 279 since students answers for more than one respond per survey (they selected either 1,2, or different responses).

Got more attention to your individual case.	80
Get Faculty outside your area.	10
Got answers to questions.	78
Other	42
N/A	16
No response	93

Comments:

- I liked Faculty Advisor, because they actually know about your major while the other advisors never had a clue!
- Knew the guy already, so communication went easier.
- Never met
- I do not have an advisor and had to fine information on my own.
- My second advisor was more helpful than my first one.
- Never met.
- Had to go to another advisor to get results, other than the one I was assigned to.
- Nothing benefited me from meeting him.
- Have not seen an advisor yet.
- He did not know anything about my major.
- Was not helpful, seemed very bothered that I was taking up his time. I left more confused than I was when I came in.
- None.
- Schedule classes.
- I asked one of my other teachers for advice.
- Knew Information relative to area of study.
- Schedule quickly.
- Don't know who my advisor is.
- I haven't been advised by a member of the Faculty
- Did not have one.
- Could never get a hold of him.
- Never contacted the person. I didn't know who she was.
- Don't know.

- Not a C&T College student, but I hope to have someone who can help me when I am. Thank-you.
- None.
- Did not see.
- Familiarity with me as a student.
- Made scheduling much easier, made my curriculum more clear for me.
- Never was contacted by advisor.
- Never met
- I don't think my advisor was a Faculty member.
- Gave me proper schedule and curriculum.
- Meet with Faculty advisor. Did not receive help from advising staff.
- Help with future goals; (transfer to Business College).
- Don't have an advisor.
- My son has gone to an advisor and told me they are not much help.
- None.
- I received no help.

Conclusion:

The majority of the respondents had no response or answered N/A. Many of the students also reported that they got more individual help or they got answers to their questions (80 and 78) commented that they met with an advisor, received no help, never scheduled an appointment with an advisor, and met with another person to get help.

On the positive comments, the most frequent benefit cited was faculty advising made scheduling easier and quicker and one indicated that the Faculty advisor helped with future goals.

Question Ten

(List three (3) problems you experienced with C&T Faculty Members as an Advisor?)

Problems:

1.

- I did not have a Faculty advisor. Except at orientation.

2.

- Just enrolled me instead of working with me.
- Didn't make any suggestions
- I didn't feel that the meeting was worth my time.

3.

- I experienced lack of timeliness
- Lack of respect.
- May advisor uses profanity.
- Very disappointed.

4.

- No one knew who my advisor was.

5.

- Did not answer questions.
- Did not call me back.

6.

- Availability

7.

- N/A

8.

- Didn't have an advisor

9.

- None

10.

- Advising office is terrible
- Faculty advisor is good.

11.

- None

12.

- Making an appointment
- No problem with my Faculty member my problems were with the advising office personnel.

13.

- Need to given more information on how to talk to an advisor.

14.

- I only saw an advisor for orientation
- My orientation advisor quit.

15.

- Need to contact students, make sure they are on the right track.
- Make appointments easier to make, faster.

16.

- Meeting to fast (rushed)

17.

- They are not always familiar with University Policies.

18.

- Busy-Busy-Busy

19.

- Never contacted
- Do not know the location
- Not a good college for caring dedicated and meaningful education.

20.

- Always teaching.
- Not enough time to meet with me.
- Unorganized.

21.

- The advising staff was not very helpful.
- The staff was not interested.

22.

- Advisor not available
- Didn't return phone calls
- Didn't help with scheduling classes.

23.

- Could not get an appointment.

24.

- Not available enough.
- None.

25.

- Not enough time in the office.

26.

- None

27.

- Bad information books.

28.

- They are hard to get in touch with.

29.

- Not knowledgeable about furthering your degree.

30.

- Do not call back when you leave many messages.

31.

- Computer system was down when I saw her.

32.

- I don't know my advisor.

33.

- Trying to get a hold of them.
- Can't schedule appointments.

34.

- Wrong information.

35.

- N/A

36.

- Just the fact that I did not know.
- ######### was my advisor until she told me (I have her for class).

37.

- None

38.

- I didn't have one
- Never got a letter appointing me to one.

39.

- None

40.

- N/A

41.

- No follow up letter when they didn't get a response from me.
- ####### was not a teacher, was very evasive about offering help.
- Suggestions concerning field of study.

42.

- Wrong information.
- Told to take classed I didn't need.
- Never available.

43.

- Had to change from the assigned advisor.

44.

- None.

45.

- None.

46.

- None.

47.

- Wasn't in on days I tried to contact.

48.

- Didn't know.
- If I had any questions I asked my teacher.

49.

- N/A

50.

- N/A

51.

- None

52.

- None

53.

- Doesn't take the time.

54.

- Canceled walk-in for the day.

55.

- I meet directly with the director of my program. She knows me and understands my needs. She had directed me in the right direction every time. I would be lost without her. She truly cares about my interests and education.

56.

- None

57.

- None

58.

- Unorganized
- Unhelpful

59.

- Didn't have one. Faculty helped me with my scheduling.

60.

- Availability

61.

- I didn't even know I had a Faculty advisor.

62.

- Don't know who my advisor is.

63.

- Long wait.

64.

- Never saw one.

65.

- They know the class material. But scheduling (what needs to be taken was not).
- Seemed hassle to them.

66.

- Couldn't find advising room.
- No other problems.

67.

- Miscommunication
- Did not discuss exactly what was expected.
- Not always friendly to answer question.

68.

- Appointment scheduling.
- Advise on programs.

70.

- No problem.

71.

- No notice of advisor
- Faculty had to volunteer to advise
- Less personal interaction.

72.

- Was never on campus
- Never got back to me when leaving three messages.

73.

- You have scheduled an appointment.

74.

- Took too long to get an appointment.

75.

- N/A

76.

- Never met.

77.

- I called her several times for a tutor and she never called back.

78.

- Not nice.
- Do not help very well
- Made me take a class I didn't want to take.

79.

- Didn't receive an advisor from the Faculty.

80.

- None

81.

- None.
- None.

82.

- Time.
- Lack of information.
- Friendliness.

83.

- Canceled appointments
- Unable to make a decision.

84.

- None

85.

- I have never been advised.

86.

- Never received a letter.
- Asked me who my advisor was in C&T office.

87.

- I have the same advisor that I have.
- Always had Don Laconi, has always been helpful.

88.

- Got no letter.
- Never met with an advisor.

89.

- Different advisor every time.
- Need more help with graduation requirements.
- No letter from advisor.

90.

- Did not receive letter of Faculty advisor

91.

- None.

92.

- Never received any information informing of any advisor.

93.

- Seem to be bothered.
- When I asked what he thought would be classes I should take, he asked what do I want to take?
- No letter.

94.

- Not having one.
- Couldn't graduate on time.
- Taking the wrong Classes.

95.

- Don't know who my advisor was.
- Never received any letter.

96.

- Had to make an appointment.

97.

- Couldn't answer questions
- Advising incorrectly
- Had to ask a different advisor for help.

98.

- N/A

99.

- Doesn't listen to me.
- Doesn't seek answers to my questions.
- Tries to get me to do things I don't want to do.

100.

- I had none.

101.

- N/A

102.

- Bad attitude towards student.
- No knowledge for Education College
- Poor advising.

103.

- None.

104.

- None.

105.

- None.

106.

- No problem except more is needed.

107.

- None.

108.

- Very busy hard to get appointment.

109.

- Never received notice of such advisor.

110.

- Must be available in evening because some students work 8-5, five days a week.

111.

- Curriculum changes.

112.

- He had too many people.
- Waited forever for an appointment, which has made me late in applying for graduation.

113.

- Don't know what course can replace required courses.
- Has trouble getting my file from Spicer.

114.

- I am a Criminal Justice major and received a Child Development Advisor.

115.

- Never called me back.
- Never found him.
- Never even met him.

116.

- Have too many people to advise.

117

- Hard to get a hold of.
- Need more information to help.
- More office hours.

118.

- Needed more hours.
- Listening and giving answer to questions and offer more suggestions.

119.

- Hasn't got a letter.
- Didn't even know it was switched to Faculty advisor.

120.

- Didn't have a chance to meet.

121.

- Has not contacted me.
- No time.

122.

- Don't know about transition from Associates over to Bachelors and what classes: i.e. Math English, Sciences transfer over.

123.

- Never met with an advisor.

124.

- Never in office
- Too little time.
- Never met him.

125.

- He is never on campus.
- Hard to schedule an appointment.

126.

- N/A

127.

- Never heard from them.

128.

- Didn't see one.

129.

- No contact.

130.

- N/A

131.

- Was assigned two advisors.

132

- Not enough time for one-to-one meeting.

133.

- Grades.
- Credits.

Conclusion:

The majority of the comments for problems had do to with Faculty availability, including failure to return phone calls, and not allowing enough time to advise (rushed). Other comments include Faculty members advising who did not know needed information, and respondents indicated that they never received letter of introduction. Another major finding was that many of the respondents indicated they never met an advisor.

RECOMMENDATIONS ON HOW TO IMPROVE
THE **QUALITY** OF
FACULTY ADVISING IN THE
COMMUNITY AND TECHNICAL COLLEGE
SPRING, 1998

The following recommendations are based, in part, upon results received from two different surveys: 1) Survey on First Year Faculty Advising Experience by Faculty Members, and 2) Survey on First Year Faculty Advising Experience by Students. In addition, personal observations and discussions with various faculty members were also used to develop the following recommendations:

Recommendation **one**: Develop a plan to enhance the **quality and accessibility** of Faculty Advising including development of C&T College policy statements to address issues such as:

What are the advising goals for each academic Division?
When and how an advisor is assigned.
When advising is required
When it is recommended
Procedures for feedback from students on quality and accessibility of academic advising
What are the strengths and weaknesses of academic advising for each Division?

Recommendation **two**: Require that each academic division modify its annual review/merit pay process to include **assessment of advising** as an essential part of faculty evaluation.

Recommendation **three**: Devise a plan to **equalize the total number of advisee** assigned each faculty for all divisions. Determine the minimum, maximum, and average number of advisees per faculty member.

Recommendation **four**: Strengthen the **communication process** between C&T faculty and students. More involvement and contact should be made with students. One letter of introduction should not be only source of required communication to students.

Recommendation **five**: Seek input from all C&T faculty members on how to best strengthen the Faculty Advising Program. **That is, should all faculty member act as faculty advisors? Should select individuals from different department advise?**

Recommendation **six**: Develop an effective method for file retrieval to assist C&T faculty members outside of the Polsky Building (Shrank Hall South).

Recommendation **seven**: Continue to work with the Main C&T Advising Office for input and assistance in the academic advising process.

Recommendation **eight**: Consider adding additional staff in the Main C&T Academic Advising Office.

Recommendation **nine**: Develop **Student Focus Groups** representing each C&T academic division for the purpose of gathering information regarding all issues related to Student Retention including faculty advising.

Recommendation **ten**: Replicate a follow-up study after the second year of faculty advising to determine if faculty advising had a positive effect on student retention.

Recommendation **eleven**: Compare the results of this study to another two-year college for their first year's experience on faculty advising to determine if the results are similar.

Recommendation **twelve:** Conduct continuous optional training on advising for faculty who need additional help.

COMMUNITY AND TECHNICAL COLLEGE
FACULTY SURVEY ON
STUDENT ADVISING

FOR FALL 1997 AND SPRING, 1998

Please check your Division:

_____ENGINEERING TEHCNOLOGY
_____ASSOCIATE STUDIES
_____ALLIED HEALTH
_____BUSINESS TECHNOLOGY
_____PUBLIC SERVICE TECHNOLOGY

1. TOTAL NUMBER OF STUDENTS ASSIGNED AS ADVISEES FOR THE 1997-98 ACADEMIC YEAR_____

2. Did you attend the pre-advising workshop for Faculty Advising?

   Yes_____ No_____

3. Did you mail an introductory letter to student informing them that you had been assigned as their Faculty Advisor at the Beginning of the 1997-98 Academic Year?

   Yes_____ No_____

4. What is the approximate number of students you advised?

   _____per week
   _____per month
   _____per semester

5. Do you feel that you had adequate skills to effectively advise C&T students?

   _____Strongly Agree
   _____Agree
   _____Neutral
   _____Disagree
   _____Strongly Disagree

6. Do you feel that you answered questions for students to their satisfaction and in a timely manner?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

7. Do you feel you effectively met the needs of Evening and Weekend Students?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

8. Do you feel that faculty advising had a positive effect on C&T student retention?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

9. Do you feel that you had adequate administrative support to effectively advise students (secretarial support, full-time advisement support, etc.)?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

10. Do you feel that the C&T students felt positive to have you (Faculty) as an advisor?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

11. If you learned that students felt good and had a positive experience from having you as an advisor, would you feel strongly that Faculty Advising should be continued?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

12. You would most strongly support faculty advising, if what (3 most important) issues could be resolved?

1. _____

2. _____

3. _____

13. You felt Faculty Advising in the C&T College was a great benefit for students? What are the three- (3) top benefits you feel were achieved:

1. _____

2. _____

3. _____

14. You believe that Faculty Advising was not a positive student retention effort and should be discontinued?

_____Strongly Agree
_____Agree
_____Neutral
_____Disagree
_____Strongly Disagree

COMMUNITY AND TECHNICAL COLLEGE STUDENT SURVEY
ON
STUDENT ADVISING
BY FACULTY MEMBERS

Please check your Major area of Concentration:

_____ENGINEERING TECHNOLOGY
_____ASSOCIATE STUDIES
_____ALLIED HEALTH
_____BUSINESS TECHNOLOGY
_____PUBLIC SERVICE TECHNOLOGY
_____UNDECIDED
_____OTHER, WHICH AREA_____

Type of Student:

_____Day Student
_____Evening student

_____Part Time
_____ Full Time

1. If you are a C&T College Student, did you receive a letter of introduction from a C&T Faculty member announcing that they were your **new Academic Advisor?**

   Yes_____ No_____

2. Did you have a positive experience working with your new 1997-98 Faculty Advisor?

   _____Strongly Agree
   _____Agree
   _____Neural
   _____Disagree
   _____Strongly Disagree

3. Did the Faculty Advisor answer your questions on a timely basis?

   _____Strongly Agree
   _____Agree
   _____Neural
   _____Disagree
   _____Strongly Disagree

4. If the Faculty Advisor did not know the answer to your question, did they attempt to look for answers in other areas to solve your problem?

_____Strongly Agree
_____Agree
_____Neural
_____Disagree
_____Disagree
_____Strongly Disagree

5. The Faculty Advising Experience had a positive effect on your decision to return to the C&T College?

_____Strongly Agree
_____Agree
_____Neural
_____Disagree
_____Strongly Disagree

6. List Three (3) Benefits you gained as a Student from having a C&T Faculty member as an Advisor?

Please provide brief and specific answers.

1._____
2._____
3._____

7. List Three (3) problems you experienced with C&T Faculty Advising?

1._____
2._____
3._____